

Using the FDOE School Improvement Plan to Satisfy the Requirements of a Title I Schoolwide Program Plan

This document provides a list of the requirements of a schoolwide program plan pursuant to Every Student Succeeds Act, Public Law No. 114-95, § 1114(b), and the location within the department's 2017-18 School Improvement Plan (SIP) template where each may be addressed.

Development and Implementation

(b) SCHOOLWIDE PROGRAM PLAN.—An eligible school operating a schoolwide program shall develop a comprehensive plan ... that—

(1) is developed during a 1-year period, unless—

(A) the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or

(B) the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

(2) is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such a plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school

This requirement may be addressed in the **Family and Community Involvement** section and/or the first question under **Duties** in the **School Advisory Council** section (Part I: C.2.b.i.), as well as within the school's Parent and Family Engagement Policy (PFEP).

(3) Remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

The SIP is intended to be a "living" document, allowing schools to continually problem solve how best to reach their goals and adjust strategies and resources as necessary to improve student achievement. To encourage this practice, schools must identify monitoring activities (for both fidelity and effectiveness) in **Steps 6-8** of the **Problem Solving** module. Additionally, the SIP includes a mid-year reflection to be completed after the release of mid-year assessment data.

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- (4) is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

Once approved by the district, SIPs are published (i.e., made publicly accessible) at <https://www.floridacims.org/districts>. Each published SIP is available as an easy-to-read PDF.

- (5) if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);

This requirement may be addressed in your response to the second question under **Duties** in the **School Leadership Team** section (Part I: C.1.b.ii.)

- (6) is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and

This requirement may be addressed in the **Needs Assessment** (Part II), a path of inquiry that is comprised of problem identification, problem analysis, and strategic goal formulation. The **Needs Assessment** (Part II) should result in the development of strategic goals and associated data targets (i.e., SMART goals) that address the school's greatest area(s) of need; the goals and targets are captured in **Steps 1a** and **1b** of **Problem Solving** (prepopulates Part III).

Components

- (7) includes a description of—

- (A) the strategies that the school will be implementing to address school needs, including a description of how such strategies will—

- (i) provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;

This component may be addressed in your response to the third question in the **Early Warning Systems** section (Part I: A.3.c.) and/or in the **Instructional Strategies** section (Part I: E.1.b.i.) for strategies the school is currently implementing, and/or the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

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- (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

This component may be addressed in the **Instructional Programs and Strategies** section (Part I: E.1.) for strategies the school is currently implementing, and/or the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

- (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include —

- (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

This component may be addressed in your response to the fourth question in the **School Environment** section (Part I: A.2.d.), and supplemented with information provided in the **Family and Community Engagement** section (Part I: B.2.), for strategies the school is currently implementing, and/or the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

- (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

This component may be addressed under **College and Career Readiness** in the **Student Transition and Readiness** section (Part I: E.2.b.) for strategies the school is currently implementing, and/or the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

- (III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

This component may be addressed in your response to the first question in the **Instructional Strategies** section (Part I: E.1.b.i.), and supplemented with your response to the third question in the **School Environment** section (Part I: A.2.c.) and the **Early Warning System** section (Part I: A.3.c.), for strategies the school is currently implementing, and/or the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

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- (IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and

This component may be addressed by identifying professional development or technical assistance opportunities in **Step 5** of the **Problem Solving** module (prepopulates Part III and, as applicable, Part V or VI), and supplemented with information provided in the **Public and Collaborative Teaching** section (Part I: D.).

- (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; and

This component may be addressed under **PreK-12 Transition** in the **Student Transition and Readiness** section (Part I: E.2.a.) for strategies the school is currently implementing, and/or the **Problem Solving** module (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

- (B) if programs are consolidated, the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program.

This requirement may be addressed in your response to the second question under **Duties** in the **School Leadership Team** section (Part I: C.1.b.ii.).